



ARIZONA STATE SENATE
Fifty-Fifth Legislature, Second Regular Session

FACT SHEET FOR H.B. 2008

schools; academic standards; civics instruction.

Purpose

Directs the State Board of Education (SBE), when next updating high school social studies standards, to incorporate a comparative discussion of political ideologies and work with specified entities to establish civic education standards and a list of oral history resources as prescribed.

Background

The SBE must prescribe a minimum course of study and competency requirements for a pupil to graduate from high school or obtain a high school equivalency diploma that incorporate academic standards in at least reading, writing, mathematics, science and social studies. The academic standards for social studies must include personal finance and American civics instruction. To fulfill the social studies competency requirements for high school graduation, a pupil must correctly answer at least 60 of the 100 questions listed on the prescribed civics test. A school district governing board must include the academic standards in high school curricula and graduation criteria ([A.R.S. § 15-701.01](#)).

The SBE establishes 22 credits as the minimum number necessary for high school graduation. The three required social studies credits consist of: 1) one credit of American and Arizona history; 2) one credit of world history and geography, including instruction on the Holocaust and genocide; 3) one-half credit of American government, including civics and Arizona government; and 4) one-half credit in economics ([A.A.C. § R7-2-302](#)). The 21 anchor standards that comprise the Arizona History and Social Science Standards include 4 civics standards relating to: 1) civic virtues and democratic principles; 2) individual rights, roles and responsibilities; 3) civic and political institutions; and 4) process, rules and laws ([ADE](#)).

There is no anticipated fiscal impact to the state General Fund associated with this legislation.

Provisions

1. Requires the SBE-prescribed social studies academic standards to include a comparative discussion of political ideologies, such as communism and totalitarianism, that conflict with the principles of freedom and democracy that are essential to the founding principles of the United States.
2. Requires the SBE to:
 - a) develop civic education standards that school districts and charter schools must include in curricula and criteria for high school graduation; and
 - b) by December 31, 2022, establish and maintain a list of oral history resources to be used along with the civic education standards and the social studies standards.

3. Requires the civic education standards to include instruction on:
 - a) the original intent of the founding documents and principles of the United States as found in source documents; and
 - b) the civic-minded expectations of an upright and desirable citizenry that recognizes and accepts responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the U.S. Constitution.
4. Requires the oral history resources to provide portraits in patriotism based on first-person accounts of victims of other nations' governing philosophies who can compare those philosophies with those of the United States.
5. Directs the SBE to work with the following to establish the civic education standards and list of oral history resources:
 - a) the Arizona State University School of Civic and Economic Thought and Leadership;
 - b) the University of Arizona Center for the Philosophy of Freedom; and
 - c) the Sandra Day O'Connor Institute for American Democracy.
6. Defers, until the SBE next updates the social studies standards, the requirements for the SBE to include the comparative discussion of political ideologies in academic standards and collaborate with the specified entities to develop civic education standards as outlined.
7. States that the purpose of establishing civic education standards and a list of oral history resources is to help families, civic institutions, local communities, school district governing boards and charter schools prepare students to be civically responsible and knowledgeable adults.
8. Makes conforming changes.
9. Becomes effective on the general effective date.

House Action

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3 rd Read	2/17/22		31-28-1

Prepared by Senate Research
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LB/KJA/slp